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ABSTRACT

This document presents a report designed to cast light on the relationship between the structural characteristic of geography and student background characteristics, high school experiences and achievements, future aspirations and expectations, interests, and attitudes of black high school students. The data are presented primarily in tabular form with brief discussions accompanying the tables. Included in the tables are background characteristics such as sex of the students, region of origin, socio-economic measures, and family configuration. Tables are also presented regarding high school experience, educational and occupational plans, and attitudes about self, others, life goals, and the Federal government. (HS)

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BLACK YOUTH: CHARACTERISTICS RELATED TO GEOGRAPHICAL LOCATION

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TABLE OF CONTENTS

	Page
List of Tables	iv
Introduction	1
The Cohort	1
Background Characteristics	
A. Sex	3
B. Region of Origin	5
C. Socio-economic Measures	6
D. Family Configuration	12
High School Experience	
A. Academic Achievement	13
B. Curriculum	16
C. Extra-curricular Activities	18
D. The School Environment	19
E. School Satisfaction	21
Educational and Occupational Plans	
A. College Attendance	23
B. Degree Aspriations	25
C. Major Field and Career Choice	26
Attitudes	
A. About Self	28
B. About Others	29
C. About Life Goals	30
D. About the Federal Government	33
Implications and Conclusions	35
References	39
Appendix A: Deleted and Replaced Questionnaire Items	43
Appendix B: Coding Scheme for Father's Occupation	47
Appendix C: Coding Scheme for Activities	51
Appendix D: Coding Scheme for Major Field and Career	55

LIST OF TABLES

	Page
1. Cohort Distribution by Region and Subgroup	4
2. Region of Origin and Parent's Birth Region by Region of Residence	5
3. Parental Educational Level	7
4. Father's Occupation and Parental Income	9
5. Family Configuration	12
6. High School Academic Experience	14
7. High School Curriculum	17
8. Extra-Curricular Activities	18
9. School Environment	20
10. High School Satisfaction	22
11. Reasons for Attending College	23
12. Degree Aspirations	25
13. Major Field and Career Plans	27
14. Self-Concept	29
15. Perceptions of Occupational Types	31
16. Life Goals	32
17. Attitudes Toward Federal Government	34

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RJP
PLE

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BLACK YOUTH: CHARACTERISTICS RELATED TO GEOGRAPHICAL LOCATION

Robert J. Panos
Penny L. Edgert

In conjunction with the counseling and guidance services offered by the National Scholarship Service and Fund for Negro Students (NSSFNS), a data base for the exploration of a multitude of issues of interest to behavioral scientists has been established. This data base is unique in terms of the number and type of subjects as well as in terms of the extent and diversity of information available for analysis. The data base offers an opportunity to examine many hypotheses concerning student growth and development within the context of a national sample of Black youth.[1]

Many social scientists have been interested in the relationship between structural characteristics and student behavior. In an attempt to explore this area, information from the NSSFNS data base was analyzed. It is hoped that this descriptive report will cast light on the relationship between the structural characteristic of geography and student background characteristics, high school experiences and achievements, future aspirations and expectations, interests, and attitudes of Black high school students.

THE COHORT

There are essentially two groups comprising the cohort of students for this analysis. In the late Spring of 1970, Black high school juniors who received a score of 70 or higher on the Preliminary Scholastic Aptitude Test (PSAT) and who indicated on the test answer sheet form a desire to receive NSSFNS college guidance services were contacted through the high schools. In addition, high school counselors also administered NSSFNS application forms to Black juniors who had at least a B average in high school and were college-bound. There were 17,730 students in this group and they represent individuals who had been judged as "college material" on the basis of academic performance.

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[1]For a detailed description of these data, including copies of the questionnaires used, see "A National Profile of Black Youth: The Class of 1971", Vol. 1, No. 1, 1972 of the NSSFNS Research Reports series.

After the counseling of these juniors had taken place, the NSSFNS staff decided to offer its services to Black students, irrespective of recorded academic performance. All Black high school seniors were invited to participate in the Fall of 1970. Consequently, the second group was composed of high school students who had just become seniors at the time of the administration of their application forms and who had not necessarily proven themselves to be academically superior. After eliminating students who had been counseled as juniors, 36,990 questionnaires were returned from this group.[2] As a result, this report is based on data obtained from the 54,720 NSSFNS counselees who comprise the 1970 cohort.

Although the data were collected from these two groups at different times, it was decided to combine the responses in presenting the following analysis. It was reasoned that, with respect to the variables being investigated, the four to five months of time lapse between the administration of the application forms to the two groups would not affect the results substantially.

The indicator of geograpny utilized in this analysis is the reported home state of the student. The fifty states and District of Columbia were arbitrarily combined into four regions: East, South, Midwest, and West. The regional characterization is presented in Table 1. The table shows the number of students from each region for the total cohort and for each of the groups mentioned above. In addition, the percentage of students from each region is indicated. As can be seen from the table, less than one percent of the total

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[2] With the exception of a few items, the Spring and Fall application forms were identical. Deleted and substituted items are listed in Appendix A.

cohort failed to respond to the home state item.

Proportionally, there were more Easterners in the first group (Spring) than in the total group, whereas, the South was disaproportionately underrepresentdd in the first group as compared to the group as a whole. The percentage of students from the Western and Midwestern regions remained relatively the same in the two groups. In comparing this regional distribution with that of the 1970 Census, it was found that the percentage of respondents by region for the Fall groups was nearly identical with that of the distribution of Black persons in the United States. The Census reported that 26 percent of Black persons live in the East, 45.6 percent live in the South, 20.9 percent live in the Midwest, and 7.5 percent live in the West.

BACKGROUND CHARACTERISTICS

Sex

Men comprise 41 percent of this cohort. The male/female ratio by region was relatively the same as for the total group. The 1970 Census reported that 48 percent of Black persons in the country are men. Correspondingly, in a study of entering college freshmen in the Fall of 1968, the American Council on Education found that 46 percent of the Black students were men.[3]

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[3]This study will be cited often in this report for comparison purposes. It is the only national study of Black youth at the interface between high school and college which elicited information from a diverse sample of Black youth and was sufficiently extensive in scope to permit relative comparisons. However, it should be kept in mind that the results from these two studies are not directly comparable for two reasons. First of all, ACE's data was collected in 1968, while NSSFNS' was collected in 1970, and secondly, ACE's data was collected from students already enrolled in college, while NSSFNS' data was collected while students were still in high school.

TABLE 1

COHORT DISTRIBUTION BY REGION AND SUBGROUP
(Percentages)

		Spring	Fall	Total
East:	Connecticut, Delaware District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont	6,762 (38.8%)	9,771 (26.6%)	16,545 (30.4%)
South:	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia	6,026 (34.5%)	15,946 (43.2%)	21,984 (40.5%)
Midwest:	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	3,586 (20.5%)	8,270 (22.4%)	11,868 (21.8%)
West:	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming	1,091 (6.2%)	2,879 (7.8%)	3,963 (7.3%)
Total[A]		17,465 (32.1%)	36,921 (67.9%)	54,386

[A]These figures represent the total number of students for whom regional information was available. 265 (1.5%) were eliminated from the first group; 69 (0.2%) were eliminated in the Fall; in the total group, 334 (0.6%) were eliminated from the analysis because of lack of data.

Region of Origin

The data displayed below in Table 2 show that, even though all regions demonstrate a tenacity on those born there, this is especially true for the

TABLE 2

REGION OF ORIGIN AND PARENTS BIRTH REGION BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
REGION OF ORIGIN				
East	81.6	2.7	2.0	5.1
South	15.5	94.9	17.2	24.3
Midwest	1.9	1.6	79.5	8.9
West	1.1	0.8	1.3	61.7
FATHERS BIRTH REGION				
East	39.0	1.8	2.4	4.7
South	57.5	96.4	66.1	69.7
Midwest	2.9	1.5	30.8	16.6
West	0.7	0.4	0.7	9.1
MOTHERS BIRTH REGION				
East	42.7	1.2	2.4	4.3
South	54.2	97.2	61.6	69.5
Midwest	2.5	1.3	35.4	15.8
West	0.6	0.3	0.6	10.4

Southern region. Almost 95 percent of the students presently living in the South were born there and 96 percent and 97 percent respectively of their fathers and mothers were also born in the South. In comparison, only 61 percent who claim a western state as home were born in the West, and only nine percent of their fathers and 10 percent of their mothers are western by birth.

On the other hand, there is a clear pattern of migration shown in Table 2, specifically from the South. Of the students claiming the West as a home region, 24 percent were born in the South and almost 70 percent of the western students' fathers and mothers were born in the South. This migration tendency is not evidenced to that extent by any of the other regional sections. Conversely, there is very little immigration into the South. Only five percent of those students claiming Southern residency were born in other regions of the country. These findings support the well know fact that Black families in the Soutn tend to leave that area and assume residency in other parts of the country. The data shown in Tables 1 and 2 indicate that the migration of Black families from the South to the East and Midwest is greater in number than the migration to the West, although the West draws a proportionately greater percentage of Black families migrating from the South. Should this migration pattern represent a trend, it should have immediate implications for public institutions in the West where a relatively disproportionate number of other minority groups (American Indian and Chicanos) are currently struggling to achieve fair and equal access to educational and other opportunities

Socio-Economic Measures

Tables 3 and 4 present summary data bearing on the relationship between region of residency and socio-economic status as measured by parental educational level, fathers occupation, and income. As shown in Table 3, the median educational level reported for fathers was some high school experience, while the median for mothers was slightly higher, falling in the range from some high school experience to high school completion. Less than 20 percent

of tne parents of these students have any higher educational experience. These percentages concerning the higher level of education attained by the mothers and the percentage of parents with higher educational experiences is almost identical with the ACE data from two years before. Nineteen percent of the fathers and 22 percent of the mothers in the ACE study had higher educational experiences.

The highest educational level for parents is found in the West, with almost 35 percent of the Western students reporting that their fathers had received more than a high school education. Twenty-six percent of the Eastern students and the same percentage of the Midwestern students report that their fathers had educational experiences beyond the high school level. These percentages are in sharp contrast to the students from the South; there, only 17 percent of the students indicate any educational experience for their fathers beyond high school. Thus, in comparing Western and Southern students, proportionally twice as many Westerners report their fathers educational level as beyond high school graduation while less than one-half as many Westerners report having fathers who have not completed grade schools.

As can be seen in Table 3, the same relative percentages were found when the educational level of mothers were used as the indicator of socio-economic status. However, it is interesting to note that, irrespective of region, the aggregate educational level for mothers is higher than for fathers in the total cohort and in each of the regions.

In Table 4, data concerning the relationship between region of residence, fathers occupation, and parental income are presented. Each region appears to represent specialized occupations: The largest percentage of students

TABLE 3

PARENTAL EDUCATIONAL LEVEL BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE							
	EAST		SOUTH		MIDWEST		WEST	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
Some Grammar School experience	13.2	6.3	30.1	15.1	14.7	6.7	12.4	5.4
Grammar school completed	6.0	4.2	7.4	7.4	6.8	4.6	5.5	4.9
Some high school experience	25.0	26.2	26.3	33.4	25.7	26.9	19.3	23.1
High school completion	29.3	36.8	18.8	24.7	26.7	33.8	27.2	30.2
Technical, Vocational, or Business School completion	5.3	5.8	3.4	3.6	4.7	4.6	4.3	5.9
Some college experience	10.1	10.7	6.1	6.4	11.6	13.1	15.4	16.2
Junior college completion	1.1	1.5	0.7	1.0	1.6	2.1	3.3	4.4
College completion	4.5	4.1	3.1	4.2	3.6	4.3	4.9	4.6
Some graduate school experience	1.6	1.8	1.3	1.9	1.4	1.8	2.4	2.7
Graduate school	3.5	2.6	2.8	2.3	3.3	2.1	4.4	2.4

TABLE 4

FATHERS OCCUPATION AND PARENTAL INCOME BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
FATHERS OCCUPATION[A]				
Artist	0.7	0.5	0.6	0.5
Businessman	6.6	4.1	6.1	7.1
Clergyman	1.3	1.2	1.0	1.6
College Teacher	0.4	0.6	0.3	0.6
Doctor	1.4	1.3	1.4	1.8
Educator (Secondary)	1.6	2.7	1.5	2.1
Elementary Teacher	0.5	0.6	0.6	0.6
Engineer	2.7	1.5	2.9	4.0
Farmer/Forester	0.5	7.2	0.5	1.0
Health Professional	2.5	2.4	2.3	2.3
Lawyer	0.3	0.3	0.5	0.4
Research Scientist	0.5	0.1	0.2	0.3
Semi-skilled Worker	12.5	12.1	16.4	8.5
Skilled Worker	12.8	8.5	12.1	10.7
Unskilled Worker	11.6	15.2	17.5	8.0
Other Occupation	37.8	33.8	30.0	42.8
Unemployed	6.2	7.9	6.1	7.7
ESTIMATED FAMILY INCOME				
Under $3,000	6.5	25.1	8.1	10.8
$3,000-$5,999	29.5	40.5	27.0	30.6
$6,000-$8,999	29.2	18.7	29.5	27.2
$9,000-$11,999	16.7	7.3	16.6	12.7
$12,000-or more	18.2	8.5	18.9	18.6

[A]The coding scheme used in collapsing the 46 alternatives into the general categories presented in this table are shown in Appendix B of this report.

reporting that their fathers were research scientists or skilled workers was found in the East, the largest percentage of students reporting that their fathers are farmer/foresters or secondary educators was found in the Southern region, the Midwestern students report the highest proportion of fathers who are semi-skilled or unskilled workers, and the Western students have the largest proportion of fathers who are businessmen or engineers. On the other hand, the large proportion of fathers' occupations reported under the collapsed category of "Other" suggests that the coding scheme used may have been inadequate for this group of students. The relatively small proportions shown in the traditional "Professional" categories indicates that for this group of students, the "other" category should be further delineated and the traditional categories coded into one or two classifications of "other". The relatively large proportion of unemployed fathers shown in Table 4 is surprising both in its magnitude and the constancy of the proportion across the four geographical regions. It should be pointed out that, relative to the base, the proportion of unemployed fathers in the West is far greater than that for the other regions, although unemployment is highest in the South with almost eight percent reporting that their fathers are presently out of a job.

As shown in Table 4, the modal estimated family income was in the $3,000-$5,999 range. Almost half of the students reported family incomes of less than $6,000, while as many students reported family incomes of less than $3,000 as reported incomes of over $12,000. The ACE income distribution reflected a similar pattern, although the two studies collapse the stated figures slightly differently. The modal income of the ACE students was in the $3,000-$5,999 range, with slightly more students reporting incomes of under $4,000 as reported incomes over $8,000 for their families.

As one might expect from the percentage distributions on the other indicators of socio-economic status, the Southern students report family incomes which, when aggregated, form the lowest income distribution of all the regions. Twenty-five percent of the students from the South report a family income of less than $3,000. This percentage is at least twice as large as corresponding percentages from any other region, and in some cases, it is almost four times as large. On the other hand, students from the East are twice as likely to report family incomes in excess of $9,000 than are students from the South. These findings are consistent with similar results in the 1969 Census Report in which 19 percent of the Southern families reported incomes of $8,000 or more as compared to 32 percent for Black families in general.

These data, then, support the prevailing notion that the Southern Black, irrespective of the measure of socio-economic status employed, tends to be the most impoverished in <u>absolute</u> terms. However, the Black families from the South are not necessarily the most impoverished <u>relative</u> to their surroundings since it is reasonable to suggest that the standard of living is higher and the scarcity of resources greater outside the South, resulting in a poorer condition relative to the economic structure of the region. Nevertheless, these data indicate that in terms of access to higher education opportunities relative to economic realities, current admission philosophy, and geographical mobility, Southern Blacks may be faced with a distinct disadvantage because of socio-economic factors that are beyond their control.

Family Configuration

In Table 5, data concerning the relationship between region of residence and family configuration is presented. Almost 60 percent of these students reported that they live with both parents, while more than 27 percent reported living with only their mother. Regionally, Western students as compared to students from other regions, are less likely to be living with both

TABLE 5

FAMILY CONFIGURATION BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
HEAD OF HOUSEHOLD				
Both Parents	58.9	59.5	57.2	54.4
Father only	2.9	2.2	2.1	2.3
Mother only	29.3	25.7	27.9	29.1
Father and Stepmother	0.8	0.8	1.4	1.2
Mother and Stepfather	3.7	4.1	5.9	6.9
Other relatives	3.1	4.9	3.4	3.6
Other legal guardians	2.0	2.7	2.2	2.6
NUMBER OF FAMILY DEPENDENTS				
One	10.3	9.7	9.1	8.2
Two to Five	62.3	54.8	58.8	59.8
Six to Seven	17.1	19.7	18.9	19.0
Eight or more	10.3	15.9	13.1	13.0

parents. It is also interesting to note that over seven percent of the students from the South reported that they do not live with either parent but rather with relatives or guardians. With respect to the notion of the extent of matriarchy within the Black community, these data are consistent with the 1970

Census information in which 27 percent of the Black families in this country are headed by women. However, this finding does not permit inferences concerning the effect of this matriarchy in terms of cohesiveness of the family or later personality characteristics of the children from these families.

With respect to family size, over half of these students reported between two and five dependents in their family, while almost one-third are in families with six or more dependents. The 1970 Census shows an average of 2.6 dependents for each Black household, which indicates that our group may be in families which are slightly larger than the average for Black families in the United States. There appears to be some relationship between region and family size; over 35 percent of the Southern students reported more than five dependents in their family, whereas over 27 percent of the Eastern students reported families of that size, and almost 16 percent of the students from the South reported eight or more dependents compared to 13 percent from the Midwest and West and only slightly more than 10 percent from the East.

HIGH SCHOOL EXPERIENCE

Academic Achievement

In Table 6, the data bearing on the relationship between region and academic experience is presented. Over half of the students are in the academic track, rank in the top one-third or higher of their class, and have overall grade point averages of C or higher. Almost as many students report being in the lower half of their class as report being in the top 10 percent, while 18 times as many students reported grade point averages above a B as reported D or lower averages. The ACE study reported similar findings. Over half the

TABLE 6

HIGH SCHOOL ACADEMIC EXPERIENCE BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
HIGH SCHOOL TRACK				
Academic	69.9	47.8	50.0	50.0
Commercial	8.3	5.0	5.2	4.4
General	12.7	25.6	25.4	25.0
Technical	4.5	6.2	8.1	5.7
Vocational	4.6	15.5	11.3	14.4
OVER-ALL GRADE POINT AVERAGE				
A, A-, B+	17.9	19.7	15.3	18.7
B, B-, C+	56.1	51.2	53.4	55.5
C, C-, D+	25.1	27.7	30.7	25.0
D or Lower	0.8	1.4	0.7	0.8
HIGH SCHOOL CLASS RANK				
Top 10 percent	11.7	10.8	14.8	12.5
Top 25 percent	22.3	26.6	23.0	25.7
Top 33 percent	20.6	20.5	18.4	22.1
Top half	26.5	20.6	25.8	25.0
Lower half	18.9	11.5	18.1	14.7

students reported class ranks above the top half of the class and about the same number reported being in the top 10 percent as reported being in the lower half of the class, although on a whole, The ACE students seemed more extreme in both directions. The same grade distribution was found in the ACE data, although there is a slightly higher proportion of ACE students at the top of the grade distribution than in our group (20.5 percent of the ACE students reported grade point averages above a B, while 18.3 percent of our students reported similar grade point averages).

It is interesting to note the relationship between the various measures of academic achievement when examined by region. Students from the Eastern region of the country are more likely to report their class rank as low than are students in other regions, even though proportionally, they reported grade point averages which were higher than their counterparts in the other regions. Over 45 percent of the Eastern students rank themselves as falling below the top third of the class, while 74 percent of these same students reported grade point averages which were better than C. On the other hand, the Western students tended to show the greatest amount of congruence between achievement and class rank on an aggregate level.

There is at least one plausible explanation for this incongruity which can be seen in Table 6. A substantially larger proportion of Eastern students are in the academic track in high school, and hence, are in a more academically competitive environment than would be experienced by students in other regions. Almost 70 percent of the East students reported being enrolled in academic track programs, as compared to 47.8 percent, 50.0 percent, and 50.6 percent reported by the students from the South, Midwest, and West respectively. Thus, it may simply be necessary to achieve a higher grade point average in the East to be in the higher ranks.

It seems clear from Table 6 that grading and ranking criteria are regionally associated. For example, even though twice as many Southerners proportionally reported D or lower averages as do Midwesterners, over six percent fewer Southerners reported being in the lower half of the class. Thus, in judging a particular student's high school record, his region of residence should be considered in correctly assessing his past performance.

Curriculum

More than nine out of 10 of the students reported that they will have taken four or more years of English by high school graduation. Most students will have taken over two years of social studies, two years of foreign language, more than one year of natural science, and two or three years of math by high school graduation. Two-thirds of this cohort reported that, before entering college, they will have completed one year or more of laboratory science and one year of algebra, while over one-half of these students will have taken geometry. Almost 40 percent of these students will have some college course experience prior to high school graduation. It appears that, on the whole, this cohort is quite well prepared for college work in terms of the courses undertaken in high school. These data are summarized in Table 7.

With respect to curriculum differences by region, the Eastern students, as might be expected from their disproportionate presence in academic track programs, are better prepared for college than students from other areas, at least in terms of completed courses. Proportionally, Southerners have had more experience than students from the Midwest in terms of elementary math and natural science courses, though they are less exposed to foreign language and advanced academic courses. Midwesterners, on the other hand, are more likely to have taken geometry and algebra than are Southerners and Westerners.

It is interesting to note in this context that statistics from the Department of Health, Education, and Welfare for 1970 indicate that the Eastern region of the country spends over $100 more per student for education than any other region of the country ($1,063). In addition, as might be expected, there is almost a $400 difference between the Eastern per pupil expenditures and the Southern expenditures ($609), with the Western region expending $931 per pupil

TABLE 7

HIGH SCHOOL CURRICULUM BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
ENGLISH COURSES				
One year or less	0.9	2.2	1.1	1.7
Two years	0.4	0.6	0.7	1.0
Three years	2.0	4.3	6.7	15.7
Four years or more	96.7	92.9	91.5	81.6
SOCIAL STUDIES COURSES				
One year or less	2.4	3.9	3.8	3.1
Two years	10.5	14.9	15.7	9.4
Three years	37.1	41.7	46.5	36.0
Four years or more	50.0	39.5	34.1	51.5
FOREIGN LANGUAGE COURSES				
One year or less	9.0	26.9	19.1	21.9
Two years	31.4	50.4	49.0	42.2
Three years	32.2	16.0	17.3	19.8
Four years or more	27.3	6.7	14.5	16.5
NATURAL SCIENCE COURSES				
One year or less	8.1	7.7	19.1	26.4
Two years	29.4	37.1	35.7	38.8
Three years	37.0	33.1	30.5	23.2
Four years or more	25.5	22.1	14.7	11.7
MATHEMATICS COURSES				
One year or less	4.0	4.2	7.6	8.6
Two years	16.4	24.5	29.3	28.9
Three years	36.5	36.1	34.3	32.9
Four years or more	43.0	35.3	28.7	29.6
LABORATORY SCIENCE	68.0	62.6	68.3	70.2
ELEMENTARY ALGEBRA	72.8	62.3	70.8	67.5
PLANE GEOMETRY	63.1	47.6	57.0	49.3
COLLEGE CREDIT COURSES	45.1	37.5	35.8	41.7

and the Midwest expending $871. It can be argued, then, that there is a strong relationship between the amount of money which is spent on education per pupil and the extent to which the student is prepared to enter a higher educational level.

Extra-curricular Activities

In Table 8, the findings concerning the relationship between region of residence and the importance to the student of specific extra-curricular activities are presented. Although the question on extra-curricular activities requested the student to rate up to six activities in order of their importance

TABLE 8

EXTRA-CURRICULAR ACTIVITIES BY REGION OF RESIDENCE[A]

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
Church activities	8.1	9.0	9.4	8.0
Community activities	6.2	3.6	4.7	6.6
High school athletics	26.2	16.8	25.8	24.4
High school academic societies	9.1	18.2	11.2	14.5
High school interest clubs	9.6	19.3	11.2	7.5
High School student government	18.0	15.9	16.5	17.9
Other high school activities	21.9	16.7	20.3	20.4
Upward Bound Programs	0.8	0.5	0.8	0.4

[A]See appendix C for the coding scheme used to collapse the alternatives into the eight categories reported above.

to him, the tabular data from only the first choice are presented above. The percentage distributions for students participating in Upward Bound programs are also shown in Table 8.

The most popular extra-curricular activity was high school athletics; 22 percent of the students mentioned that athletics were the most important extra-curricular activity in which they participate. The data in Table 8 indicate that the great majority of these students reported extra-curricular participation in activities centered around the high school, as opposed to the community.

The pattern of Southern extra-curricular involvement is considerably different than that found in other regions of the country. The Southern students tended to stress participation in high school honor societies and interest clubs, while students from other regions stressed athletics. However, this apparent Southern disinterest in athletic activities may reflect lack of adequate facilities since slightly more than one-third of Southern students expressed dissatisfaction with their schools in providing athletic activities. These data are presented in Table 10. The same pattern of Southern extra-curricular activities was found in a study by Hartnett in 1970, in which he found that Southern students were more likely to be involved in student government and less involved in athletics than are Northern students. Also, although Easterners as compared to Southerners are more likely to receive high grades, they are only half as likely to report honor society participation as their most important extra-curricular activity.

The School Environment

On the whole, these students are surrounded by students with similar educational objectives. Over 54 percent of the students reported that more

than five of their friends plan to attend college. Almost 76 percent of this conort stated that more than 10 of their classmates see college as a future goal. These findings are summarized by region in Table 9.

TABLE 9

HIGH SCHOOL ENVIRONMENT BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
COLLEGE-BOUND FRIENDS				
None	4.4	4.6	5.4	3.8
One to five	38.8	42.1	40.7	40.1
Six to ten	25.1	26.0	25.2	25.2
More than ten	31.7	27.3	28.7	30.9
COLLEGE-BOUND CLASSMATES				
None	1.1	1.2	1.4	1.5
One to five	6.9	8.9	7.5	6.9
Six to ten	12.7	16.8	13.1	13.5
More than ten	79.2	73.1	78.0	78.1
STUDY HABITS				
Group studying	23.3	39.8	31.1	31.4
Help from home with studying	30.4	37.8	31.7	33.4
Private place for studying at home	69.3	59.5	66.1	66.1
Study after school	83.9	87.8	88.0	86.7
Library studying	41.5	54.6	51.5	53.9

As one might expect after examining the findings in Table 6 on academic experience, the peer group in the East is more academically oriented than in other regions of the country. Almost 32 percent of the Eastern students reported that more than ten of their friends plan to attend college, and

almost 80 percent of the Easterners reported that more than ten of their classmates are planning to seek college experience. Also, in Table 9, we notice that study habits are associated with region. More Eastern students tend to study in private places in their own homes, while students in all other areas are more likely to study in the library. This difference in study habits may reflect the relatively greater affluence in the East, as presented in Table 4 of this report and the smaller family size, enabling more students to possibly have rooms of their own in which to study. The fact that relatively fewer Eastern students reported that they study with other students or receive help at home may be a reflection of a more academically aggressive and competitive environment for students from the East.

High School Satisfaction

In looking at the data presented in Table 10, there appears to be an over-all high level of satisfaction with high school, irrespective of region. More than eighty percent of the students reported some level of satisfaction with high school, and 18 percent reported that they are very satisfied with their high school experience. Vocational help and rules and regulations tend to be the most dissatisfying aspects of high school life for this group of students. The students tend to rate the academic function of high school slightly higher than the "peripheral" functions such as, counseling and guidance, athletic activities, etc.

Regionally, the Eastern students clearly find more to fault in their high schools than do the students in the other areas. Students from the East are relatively more likely to be dissatisfied with their high schools in providing creative opportunity, social activities, rules and regulations, vocational help, and counseling and guidance. Southern students, on the other hand, tend

to be the most pleased with more aspects of their high schools than students in the other regions, with the exception mentioned earlier of providing adequate athletic activities.

TABLE 10

HIGH SCHOOL SATISFACTION BY REGION OF RESIDENCE[A]
(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
EVALUATION OF HIGH SCHOOL				
Much dissatisfaction	3.3	1.5	1.7	3.1
Some dissatisfaction	18.9	9.8	16.3	17.6
Some satisfaction	63.4	65.4	65.6	62.2
Much satisfaction	14.4	23.3	16.4	17.2
SATISFACTION WITH HIGH SCHOOL IN PROVIDING				
Creative opportunity	73.6	78.9	77.1	75.6
College preparation	85.4	88.4	87.6	87.7
Academic competition	84.4	84.3	86.6	86.7
Athletic activities	72.1	66.0	70.3	77.2
Competent teachers	81.4	88.4	86.0	83.3
Social activities	67.0	75.7	71.7	71.8
Academic standards	84.6	86.7	87.2	86.4
Rules and regulations	66.2	73.5	69.3	69.4
Vocational help	60.2	73.0	64.4	63.4
Personal contacts	81.2	84.2	84.7	81.5
Counseling/guidance	78.0	87.8	83.8	77.7

[A]The percentages for these items were based on responses from students in the Spring group only, as these are the items which were deleted from the form for the Fall administration.

EDUCATIONAL AND OCCUPATIONAL PLANS

College Attendance

The predominant reasons reported for college attendance as shown in Table 11 are educational and vocational. Almost 88 percent of this group want to go to college to learn more and 83 percent feel a need to attend college for occupational reasons. These finding tend to support an earlier study by Harris in 1970, in which he found that social mobility and occupational success were the most important motivating factors in Black students' desire to attend college and a study by Stanfiel and Wates in 1970, in which they found that

TABLE 11

REASONS FOR ATTENDING COLLEGE BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
VERY IMPORTANT REASONS FOR ATTENDING COLLEGE				
Please parents	28.1	39.8	30.7	37.8
Be with friends	2.0	4.6	2.0	3.0
Learning more	87.0	88.7	86.7	88.6
Better job	79.6	87.8	82.3	81.8
Meet right people	18.2	20.8	17.2	16.9
Please teachers	4.6	7.4	4.7	6.8
Self-knowledge	55.1	50.7	48.9	55.5
Athletic programs	7.8	7.2	8.1	8.6
Money	46.5	57.8	48.3	47.9
Help my people	71.0	73.2	68.3	71.0
Something to do	2.0	3.7	2.1	3.3
Degree attainment	46.7	47.3	49.1	55.9
Escape from home	6.1	5.1	5.1	5.0
Future success	39.9	39.8	38.3	41.1
Earned the right	24.6	25.8	22.4	27.1
Need trained Black people	81.7	84.6	81.7	82.5

financial rewards were the most important reasons given by Black students for attending college. For our cohort, there is also a great sense of the importance of college for improving the lot of Black people in this country. Over 70 percent of this group stated that one of their very important reasons for going to college is to help their people. Similarly, almost 83 percent of these students reported that an important motivation for them to attend college is to increase the pool of qualified Black people in the United States. On the other hand, few students stated that one of their prime reasons for attending college is social or athletic.

There is a strong relationship between region of residence and the very important reasons reported for college attendance, as shown in Table 11. Westerners are more apt to give practical reasons for college attendance. They want to go to college for career-oriented objectives. Easterners are more introspective in the importance that they attach to the various reasons for attending college. They are more apt to feel that the importance of college is in self-knowledge and escaping from their home environment than are students in other areas. Southerners are more out-directed in their motivations. They tend to want to please their parents, friends, and teachers. This finding, on an aggregate level, tentatively supports an earlier study by Gurin and Epps in 1966, in which they found that students from lower income families tended to give interpersonal reasons for attending college, such as teachers and peer group influences. Our Southerners also were more anxious to make money and feel that a college education is the vehicle through which this goal can be realized. Midwesterners, on the other hand, tended to resemble the group as a whole in the reasons they gave for wanting to attend college.

Degree Aspirations

The students' future plans concerning degree aspirations are shown in Table 12. As can be seen from this table, over half of the total group is aiming for postgraduate or professional degrees beyond the baccalaureate level, while the comparable ACE data indicated that almost two-thirds of the students are aiming for degrees beyond the baccalaureate. The Western region leads the other areas in high degree aspirants, proportionally, with the East, Midwest and South trailing in that order. These findings, on an aggregate level, are consistent with Gurin and Epps study in 1966, in which they concluded that income level was directly related to expectations of college completion, and with Epps study in 1969, in which he concluded that socio-economic status was directly related to desire to attend college. In the case of our data, income level tended to be associated to some extent, on the aggregate level, with degree aspirations as proportionally fewer Southern students reported aspirations above the baccalaureate level. However, on the whole, there appears to

TABLE 12

ACADEMIC DEGREE ASPIRATIONS BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
Technical Certificate	6.2	10.3	6.9	5.0
Associate Degree	6.7	7.6	6.6	7.2
Bachelors Degree	32.1	32.1	34.5	31.1
Masters Degree	33.2	32.4	32.7	33.6
Doctorate Degree	9.9	8.6	9.1	10.8
Medical Degree(MD,DDS,DVM)	6.6	4.5	5.6	7.1
Law Degree (LLB,JD)	3.9	2.4	3.2	3.7
Divinity Degree	0.5	0.7	0.8	0.6
Other Degrees	1.2	1.4	0.6	0.8

little over-all difference among the regions with regard to students' plans for higher education degrees.

Major Field and Career Choice

One-fifth of these students anticipate majoring in a business field, with social science fields placing second in popularity. Health professional fields and education are the only other two majors which attract at least ten percent of these students. With the exception of these popular fields, the students' interests tend to be rather evenly distributed throughout the various academic disciplines. With respect to career anticipations, except for the response category of "other", the students distribute themselves rather evenly among the alternative careers. Business and educational carrers are the most popular future prospects, each being selected by slightly more than ten percent of the students. These same general findings with respect to major field and career choices were found in the ACE report in 1969, with three exceptions. The major of Health Professions was considerably more popular with our cohort than with the ACE students. As the health professional major traditionally attracts more women, this difference between these two studies may be an artifact of a slightly higher percentage of women in our group. The second difference between the findings of these two studies was the popularity of the careers of elementary and secondary teaching. There was less popularity for these careers with our students, which, may be due in part, to the decline in prestige accorded this profession in the last few years. Finally, this study found that considerably more students reported "other" career plans than did the ACE students.

There tends to be some association between major field choice and region of residence. As shown in Table 13, Southerners are more likely to select

TABLE 13

MAJOR FIELD AND CAREER PLANS BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
MAJOR FIELD CHOICE				
Agriculture	0.5	0.7	0.6	0.6
Biological Sciences	2.8	2.5	2.0	2.0
Business	17.6	24.0	19.6	18.7
Education	12.4	9.8	11.8	9.6
Engineering	6.0	6.1	6.7	6.6
English	2.0	2.5	2.3	2.4
Health Professions	10.4	12.8	10.9	10.5
History/Political Science	5.4	5.4	4.9	5.3
Other Humanities	2.2	1.7	1.8	2.1
Fine Arts	10.1	8.6	10.2	9.6
Mathematics/Statistics	2.9	3.5	2.4	2.4
Physical Sciences	1.5	1.2	1.3	1.1
Pre-Professions	8.6	4.8	8.1	9.5
Social Sciences	13.3	10.6	12.3	14.5
Other Technical Fields	2.6	3.0	2.7	2.3
CAREER CHOICE				
Artist	7.2	6.0	7.0	6.2
Businessman	8.9	11.4	10.1	8.4
Clergyman	0.2	0.4	0.3	0.4
College Teacher	0.9	1.4	0.7	0.7
Doctor	5.6	3.2	4.9	6.5
Educator (Secondary)	11.3	9.1	10.3	10.1
Elementary Teacher	7.5	5.3	7.0	6.1
Engineer	5.6	5.3	6.0	4.6
Farmer/Forester	0.5	1.0	0.5	0.4
Health Professional (Non-MD)	4.8	5.6	5.8	5.3
Lawyer	4.9	3.2	4.5	5.4
Research Scientist	2.4	1.8	1.8	2.3
Nurse	5.6	7.8	6.0	5.3
Other Choice	34.8	38.5	35.3	38.2

[A]The coding scheme used to collapse the response alternatives into the categories presented in this table are shown in Appendix D.

business as a major than students from other geographic areas, and are relatively less likely to choose education, social sciences, and pre-professional majors. On the other hand, Western students tend to select pre-professional fields such as law and medicine relatively more often then students in other areas. However, with the exception of the majors noted above, the choice of major fields seems to be unrelated to geographic region of residence.

With respect to career expectations, the relationships noted above tend to hold. For example, Southern students are relatively more likely to anticipate a career in business, and are less likely to choose a career in elementary or secondary teaching. Western students are more likely to want to be doctors or lawyers than are students from the other regions.

ATTITUDES

Attitudes about Self

The data displayed in Table 14 show that almost 98 percent of these students view themselves intellectually as average or above average and almost three percent view themselves as tops intellectually. When this aspect of one's self-conception is examined by region, there seems to be little relationship with the exception of the Western region of the country. Students from the West are considerably more likely to view themselves as intellectually above average than are students from other regions. This perception is consistent, on an aggregate level, with an observable measure of intellectual ability, grade point average. Western students, on a whole, have proportionally higher grade point averages than students from other regions. It may be that Western students tend to employ absolute criteria, such as grades, in developing their intellectual self-conceptions, while students in other regions utilize more relative criteria such as class rankings, in forming their self-evaluations.

TABLE 14

SELF-CONCEPTIONS BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
INTELLECTUAL SELF-CONCEPTION				
Below average	1.5	1.2	1.3	1.3
Average or slightly above	63.7	63.5	61.8	55.1
Much better than average	32.2	32.0	34.4	40.7
One of the best	2.5	3.3	2.6	2.9
SELF-ACCEPTANCE				
Totally change	0.8	1.6	0.9	0.9
Change most things	2.5	3.1	2.8	3.0
Change some things	72.8	68.2	74.6	70.9
No change	23.8	27.1	21.7	25.2

The relationship between region of residence and self-acceptance is ambiguous. Though Southerners are twice as likely to want to change completely, they are also more likely to say that they are totally satisfied with themselves. Overall, however, the great majority of students (96 percent) would change, at most, a few things about themselves. It seems safe to say, then, that these students are quite pleased with themselves and have positive self-conceptions as they enter their last year of high school.

Attitudes about People

Table 15 presents data bearing on the relationship between region of residence and attitudes about specific categories of people. On the whole, civil rights leaders and educators are viewed as the greatest contributors to

society, with 23 percent and 25 percent of the total group admiring their contributions, respectively. On the other hand, military figures (24 percent), athletes (20 percent), and entertainers (19 percent) are considered to contribute least to society by the total group. Businessmen receive a relatively negative rating, while scientists are viewed favorably. Artists and religious leaders receive slightly favorable ratings overall.

Regionally, Easterners are relatively more likely to disavow the contributions of politicians and religious leaders, while endorsing the contributions of civil rights leaders. Southerners, on the other hand, are more apt to discredit civil rights leaders than are students from any other area, and are more likely to admire scientists and religious leaders. Westerners, in contrast to the other areas, are more likely to admire political leaders and artists, which may be due in part to their greater exposure to artists and entertainers.

Attitudes about Life Goals

The goals of expertise and cooperation tend to pervade the objectives of these students. Over 69 percent of this cohort want to help other Black people, 82 percent want to help individuals in troubled times, and 78 percent want to be authorities in their occupational fields. Artistic, athletic, and scientific success are not as highly valued by the great majority of these students. These data are summarized in Table 16 below.

Regionally, Southerners are far more prone to be concerned with goals considered to be of a financial or business nature than are students in other parts of the country. These aggregate findings are compatible with our data concerning the career choices and major field interests of Southern students. Moreover, Southerners are more apt to be concerned with the objectives of leadership and indenpendence for the Black community. Almost 91 percent of the Southern students

TABLE 15

PERCEPTIONS OF OCCUPATIONAL TYPE CONTRIBUTIONS TO SOCIETY BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE							
	EAST		SOUTH		MIDWEST		WEST	
Contribute:	Most	Least	Most	Least	Most	Least	Most	Least
PERCEPTION OF THE CONTRIBUTIONS OF OCCUPATIONAL TYPES								
Political Leaders	13.1	10.6	14.5	7.7	13.6	9.3	15.5	9.9
Businessmen	7.4	10.7	7.8	11.5	7.8	10.1	7.8	9.7
Military Figures	0.7	28.0	1.5	19.3	0.8	16.7	1.1	26.4
Scientists	10.8	1.4	13.1	2.0	11.5	1.6	11.7	1.7
Artists/Musicians/Writers	7.3	3.9	4.1	5.3	6.0	4.6	6.8	3.8
Athletes	2.2	18.5	2.6	22.0	2.2	19.2	2.9	18.3
Actors/Entertainers	1.9	17.0	2.1	21.8	2.3	18.2	2.3	18.0
Civil Rights Leaders	25.4	1.2	20.8	2.4	25.0	1.4	23.0	1.8
Religious Leaders	5.2	6.2	8.4	4.9	6.7	6.3	5.4	7.2
Educators	26.0	2.4	25.2	3.3	24.1	2.4	23.6	3.3

TABLE 16

LIFE GOALS BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
VERY IMPORTANT OR ESSENTIAL GOALS				
Achieve in the arts	24.0	26.0	23.4	26.0
Be authority in special field	76.7	78.2	78.9	79.2
Influence political structure	31.2	28.9	28.2	32.4
Help Black people	88.9	90.7	88.3	88.3
Be recognized by peers	47.8	48.9	46.7	49.3
Be financial expert	19.4	27.7	22.1	24.2
Have administrative responsibility	30.4	36.7	31.0	33.8
Be well-off financially	41.0	44.1	44.0	45.7
Help others in trouble	82.5	82.9	80.8	82.6
Be in community work	62.3	61.9	58.6	60.9
Be outstanding athlete	15.2	15.9	14.6	16.0
Make contribution to science	13.9	17.2	13.4	14.5
Be community leader	22.1	28.2	21.7	23.2
Write original works	16.2	15.9	15.3	16.6
Be free of obligations	26.5	28.3	27.0	28.0
Be successful in business	44.2	57.6	48.1	51.0
Create artistic work	15.4	15.5	14.5	15.6
Develop a philosophy of life	68.4	66.3	67.5	69.7
Raise a family	64.2	61.3	63.5	63.0

want to help their race and 28 percent want to be independent of obligations.

Eastern and Western students are more likely to want to influence the institutions of the country than are Southerns or Midwesterners. Thirty-one percent of the Eastern students and 32 percent of Westerners see influencing the political structure as very important; 53 percent of the Easterners want

to influence the social institutions, while 54 percent of the Westerners feel this way. These students tend to feel the importance of working on a national level in influencing institutions, while Southerners choose to work closer to home. Midwesterners, in comparison with other regional groups, tend to be les concerned with influencing the world around them.

Attitudes about the Role of the Federal Government

These students tend to be dissatisfied with the amount of effort expended by the Federal Government on almost all the social problems listed on the application form. On only two issues did less than one-half of the students feel that the government should speed up work on solving the problem. These two issues were benefits for veterans (40 percent) and birth rate control (47 percent). These students felt that the four most important areas in which the Federal Government should become more involved were: pollution, crime, poverty, and financial assistance for the poor in that order.

The data presented in Table 17 show the relationsnip between attitudes toward the Federal Government and region of residence. As can be seen from this table, the Southerners, with one exception, are relatively less likely to criticize the extent of Federal Government involvement in alleviating social problems than are students from the other regions. The one exception is the question of providing special benefits to veterans. Of the other three regions, the West is relatively less interested in crime prevention and firearms control than are the students from the East and Midwest. However, the Westerners are more concerned with the rate of population increase than students from other regions. The Easterners and Midwesterners have similar views on what the priorities of the Federal Government should be. The only

exception is that the Midwestern students are more concerned with veterans compensations, while the Easterners are more concerned with urban renewal.

TABLE 17

THE FEDERAL GOVERNMENT'S ROLE BY REGION OF RESIDENCE

(Percentages)

	REGION OF RESIDENCE			
	EAST	SOUTH	MIDWEST	WEST
FEDERAL GOVERNMENT SHOULD INCREASE INVOLVEMENT/INITIATE PROGRAM IN				
Pollution control	90.6	84.0	89.5	88.8
Consumer Protection	79.4	70.5	76.1	75.0
Compensatory education	88.7	82.7	87.2	87.9
Firearms control	66.3	61.4	64.7	58.6
Poverty elimination	91.0	82.5	89.5	87.7
School desegregation	77.0	68.4	74.4	76.8
Crime prevention	89.9	84.7	88.5	85.0
Veterans benefits	47.7	51.5	49.0	47.5
Birth rate control	46.9	47.9	45.8	51.7
Financial aid to the poor	88.5	84.8	87.1	86.8
Urban renewal	81.7	69.0	78.5	77.1

IMPLICATIONS AND CONCLUSIONS

It seems safe, and not surprising, to conclude that the structural characteristic of residential region is, indeed, related to demographic characteristics, high school experiences, future plans and aspirations, and attitudinal patterns. On almost any dimension noted in this report, students in the different regions of the country have, in fact, responded in a substantially distinguishable manner. However, due to the nature of the study itself and the presentation of data on the aggregate level, interpretation of the results should be recognized as ecological generalities, and not subject to causal analysis. In spite of this acknowledged limitation, there are certain findings presented here which are suggestive of the direction which possible future research might take in order to shed light on the socialization and educational processes.

It is necessary to point out at this speculative junction that whatever the influences of region of residence on behavioral and attitudinal outcomes may be, this influence is undoubtedly confounded by the relationship between region and socio-economic conditions. Our data show that there is a strong relationship between region of residence and socio-economic status of the student's family, and it may very well be, that the relationships which have been observed between region and behavioral outcomes are modulated by socio-economic measures. Thus, in performing any causal analysis in terms of the influence of the structural characteristic of region on resultant behavioral outcomes, the impact of socio-economic measures would need to be determined and, if necessary, controlled.

It is interesting to note in this context, for example, that, on the aggregate level, Southern students are disproportionately drawn to a business major,

a business career, and business life objectives, eventhough, they are more contemptuous of the contributions made by businessmen to society. It does not take much imagination to suppose that the extent of poverty experienced by this group at home and in the traditionally segregated Southern school environment has contributed to this desire to make money, and that a conventional business career is seen as the vehicle through which to achieve this goal. It could be contended, further, that these Southern students have internalized the American monetary values to a greater extent than their counterparts in other regions due to their greater deprivation. Conversely, the more affluent Eastern group tend to be less enthusiastic concerning business careers or monetary objectives, eventnough proportionately more of their fathers are businessmen. There appears, then, to be something operating on the regional level to produce these findings, and it might bear investigation as a socialization product which has consequences for tne occupational structuring of society.

Another finding from this research which could be explored is the nature of the school environment itself. Although Southerners express more satisfaction with their school experience, participate more in academic activities, and perform similarly academically to students in other areas of the country, tney are less likely to aspire to an academic career and are more likely to disavow the contributions of educators to society. This is particularly interesting when these students are contrasted with the Eastern students who express more dissatisfaction with their high school experiences and participate less frequently in academic extra-curricular activities, but who are more likely to seek an educational career and admire educators. What is there, if anything, about the educational process itself in the East and the West which, despite the proclamations of the students concerning their personal high school experi-

ences, is resulting in opposing aspirations and career plans?

Another suggested avenue of investigation from this report is the extent to which there are differences in regional criteria for intellectual self-evaluation and the influence of this evaluation on resultant behavior. The Eastern students proportionally tend to evaluate themselves lower intellectually despite the fact that their grades are as superior as those of students in other regions, while their class ranks suffer due to the competitive nature of the academic track curriculum. Thus, these Easterners appear to be employing relative criteria for evaluation only. On the other hand, Western students evaluate themselves more highly than Eastern students eventhough their grades are not superior to those of the Easterners. However, because of the less competitive environment, their class ranks are higher than those of the Eastern students. Thus, it appears that these Westerners are employing absolute as well as relative standards for their intellectual self-evaluation. The mechanism for the transmission of standards in different environments needs to be examined in order to clearly understand what is being "learned" in school as well as what is being "taught".

Although these few phenomena noted above do not exhaust the suggestions offered by this study for future research, it seems clear that once these underlying processes and the many others suggested are understood, strategies for educating and socializing children from diverse regional backgrounds can be developed and tested. These strategies could have far-reaching implications for educators both within this country and abroad.

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APPENDIX A

DELETED AND SUBSTITUTED ITEMS FROM THE SPRING AND FALL APPLICATIONS

Item Changes Between the Spring and Fall Applications

Item Deleted from Spring Form*	Replacement Item
# 8. MY TEACHERS	THE PERSON I MOST RESPECT
#38. Student rating of high school experience	Self-reported test scores (ACT)
#39. Over-all satisfaction with school	Self-reported test scores (PSAT and SAT)

* The deleted items dealt with various aspects of the high school experience and environment. During the spring administration, we encountered serious concern from many high schools about allowing the student to rate the school and, in some instances, the school refused to distribute the forms. Thus, in the interest of counseling the students, we removed all such items from the form for the fall administration. It is ironic, when one examines the responses to these school-life items shown in this report, that the students who did rate their schools overwhelmingly endorsed them in a favorable manner. Other minor modifications were made to the fall application form. However, these changes were related to improving item presentation or instructions. Items 38 and 39, as they appeared in the spring form, are shown below.

38. Rate your experiences at school in each of the following areas according to how you have felt about them during the past school year. (Mark one in each row)

(A) Very good
(B) O.K.
(C) Not so hot
(D) Bad

Ⓐ Ⓑ Ⓒ Ⓓ Creative opportunity
Ⓐ Ⓑ Ⓒ Ⓓ Preparation for college
Ⓐ Ⓑ Ⓒ Ⓓ Academic competition
Ⓐ Ⓑ Ⓒ Ⓓ Athletic activities
Ⓐ Ⓑ Ⓒ Ⓓ Teachers
Ⓐ Ⓑ Ⓒ Ⓓ Social activities
Ⓐ Ⓑ Ⓒ Ⓓ Academic standards
Ⓐ Ⓑ Ⓒ Ⓓ Rules and regulations
Ⓐ Ⓑ Ⓒ Ⓓ Vocational help
Ⓐ Ⓑ Ⓒ Ⓓ Personal contacts
Ⓐ Ⓑ Ⓒ Ⓓ Counseling and guidance

39. Indicate your over-all satisfaction with school: (Mark one)

◯ I am very satisfied
◯ I am satisfied
◯ I am dissatisfied
◯ I am very dissatisfied

APPENDIX B

CODING SCHEME FOR FATHERS OCCUPATION

CODING SCHEME FOR FATHERS OCCUPATION

CATEGORY	RESPONSE ALTERNATIVES INCLUDED
Artist	Actor or Entertainer; Artist; Musician, Writer; Journalist
Businessman	Accountant or Actuary; Business Executive; Business Owner or Proprietor; Business Salesman or Buyer
Clergyman	Clergyman
College Teacher	College Teacher
Doctor	Dentist, Physician
Educator (Secondary)	School Counselor; School Principal or Superintendent; Teacher (secondary)
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer/Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician or Home Economist; Lab Technician or Hygienist; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer
Research Scientist	Scientific Researcher
Semi-skilled Worker	Semi-skilled Worker
Skilled Worker	Skilled Trades
Unskilled Worker	Laborer
Other Occupation	Architect; Business (clerical); Clinical Psychologist; Computer Programmer; Designer; Foreign Service Worker; Housewife; Interpreter; Law Enforcement Officer; Statistician; Skilled Tradesman; Other Occupation.
Unemployed	Unemployed

APPENDIX C

CODING SCHEME FOR EXTRA-CURRICULAR ACTIVITIES

CODING SCHEME FOR EXTRA-CURRICULAR ACTIVITIES

CATEGORY	RESPONSE ALTERNATIVES INCLUDED
Upward Bound*	Upward Bound
High School Academic Society	Honor Society; Subject Honor
High School Student Government	Student Council; Class officer
High School Interest Clubs	Foreign Language; Science; Math; Library; FTA; FALA; FWA; FHA; FFA
Other High School Activities	Yearbook; School paper; Cheerleader; Debating Team; Dramatics; Chorus; Band; Orchestra
High School Athletics	Girls' athletics; Football; Basketball; Baseball; Track; Cross Country; Wrestling; Tennis; Swimming; Gymnastics; Other Athletics
Community Activities	4-H club; Tri-Hi-Y club; Hi-Y club; Scouts; Neighborhood Association; Hospital Volunteer Work; Community Volunteer Work
Church Activities	Youth group; Sunday School; Church Choir; Church organist; Church pianist

*Because of an error in the Student Manual, the percentage of students reported as participating in Upward Bound activities is probably grossly underestimated in this report. We did not include in the instructions a code number for the student to use so that the student could indicate participation in Upward Bound programs on the Application Form.

APPENDIX D

CODING SCHEME FOR MAJOR FIELDS AND CAREER CHOICE

CODING SCHEME FOR MAJOR FIELDS

CATEGORY	RESPONSE ALTERNATIVES INCLUDED
Agriculture	Agriculture; Forestry
Biological Science	General Biology; Biochemistry; Biophysics; Botany; Zoology
Business	Accounting; Business Administration; Data Processing; Secretarial Studies
Education	Education; Physical Education and Recreation
Engineering	Aeronautical; Civil; Chemical; Electrical; Industrial; Mechanical
English	English
Health Professions	Health Technology; Nursing; Pharmacy; Therapy
History and Political Science	History (arts and humanities); History (social sciences); Political Science
Other Humanities	Modern Language; Other Languages; Philosophy; Theology
Fine Arts	Architecture; Fine Arts; Journalism; Music; Speech and Drama
Mathematics and Statistics	Mathematics; Statistics
Physical Sciences	Chemistry; Earth Science; Physics
Pre-Professions	Predentistry; Prelaw; Premedical; Preveterinary
Social Science	Anthropology; Economics; Psychology; Social Work; Sociology
Other Fields (Technical)	Communications; Electronics; Industrial Arts
Other Fields (Non-technical)	Home Economics; Library Science; Military Science

CODING SCHEME FOR CAREER CHOICE

CATEGORY	RESPONSE ALTERNATIVES INCLUDED
Artist	Actor or Entertainer; Artist; Musician; Writer or Journalist
Businessman	Accountant or Actuary; Business Executive; Business Owner or Proprietor; Business Salesman or Buyer
Clergyman	Clergyman
College Teacher	College Teacher
Doctor	Dentist; Physician
Educator (secondary)	School counselor; School principal; or superintendent; Teacher (secondary)
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician or Home Economist; Lab Technician or Hygienist; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer
Nurse	Nurse
Research Scientist	Scientific Researcher
Other Choice	Architect; Business (clerical); Clinical Psychologist; Computer Programmer; Designer; Foreign Service Worker; Housewife; Interpreter; Law Enforcement Officer; Statistician; Skilled Tradesman; Other Occupation.

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